

REPERTORY THEATRE CURRICULUM

Updated September 2009

Month	Marking Period 1, Unit 1 (3 weeks)
Topic	“Getting Back in Shape” through Advanced Improvisation
Essential Questions	
What have I learned in Acting that will help me build and hone my skills as an actor? Why is improvisation important to the actor? How can improvisation enhance my communication skills?	
Enduring Understandings	
Through the exploration of drama, the student will develop an understanding of drama as an art form and will recognize and understand the interrelationship of all learning (psycho-motor, cognitive, affective and social) in the development of the whole human being.	
NJCCCS	1.1, 1.2, 1.4
Key Concepts and Skills	
The students will discover and develop individual sensory, emotional, and imaginative capabilities for use in acting. Students will develop imagination and believability through improvisation. Students will demonstrate an understanding of the importance of body language as a means of non-verbal communication. Students will demonstrate an understanding of basic blocking techniques. Students will demonstrate knowledge and practice of vocal technique including articulation, pitch, quality, rate and volume. Students will hone skills of listening and responding.	
Learning Activities	
Assignments from <i>Acting for Life</i> (by Jack Frakes, Meriwether Publishing) pp.262-275: “People with Different Objectives” “Make a Story” “Creating a Character” “The Mystery” “Dial a Story” “Dial a Farce”	
Assessments	
Students will evaluate one another using specific rubrics. Teacher will evaluate with the rubric and verbal feedback.	

REPERTORY THEATRE CURRICULUM

Updated September 2009

Month	Marking Period 1, Unit 2 (2 weeks)
Topic	A Brief History of Modern Acting Theories
Essential Questions	
<p>What is important about the history of acting styles?</p> <p>How can I use this knowledge to enhance my understanding of acting, past and present?</p> <p>How do I prepare for a role given its historical context?</p>	
Enduring Understandings	
<p>Students will develop and increase their awareness of how acting styles and theories change with the changing times and social conventions. Students will demonstrate in writing an understanding of the following: “Great acting is great art, and great art is not only worth treasuring, it is also worth studying.” (Frakes 174)</p>	
NJCCCS	1.5
Key Concepts and Skills	
<p>To develop and increase an awareness of other societies and cultures, past and present, and translate this into creative characterizations.</p> <p>To develop an appreciation for the dramatic works of people from a variety of societies and cultures thereby gaining an understanding of and respect for others.</p>	
Learning Activities	
<p>Theatricalism vs. Realism</p> <p>Naturalism and Realism: The Group Theater, The Actor’s Studio, The Method, Truth in Acting, The Neighborhood Playhouse, Improvisational Theater</p> <p>Technique and Instinct</p> <p>Looking Forward</p>	
Assessments	
<p>Students will research a style of modern acting and write an essay analyzing the style used in a specific modern play.</p>	

REPERTORY THEATRE CURRICULUM

Updated September 2009

Month	Marking Period 1, Unit 3 (5 weeks)
Topic	Character Analysis Through Scripted Scenes
Essential Questions	
How does an actor create a character?	
How does a character in drama compare to a real life person?	
Enduring Understandings	
Through drama one learns that the creation of art requires skill, discipline, emotional variety and inventive decision making.	
NJCCCS	1.1, 1.2, 1.3, 1.4
Key Concepts and Skills	
The students will develop skills of script analysis.	
The students will determine the physical, social, psychological and moral traits of a character.	
The students will determine the relationship of the character to the plot, theme, and other characters.	
The students will determine the character's objectives and conflicts.	
The students will utilize previously developed skills in preparation, performance and critique.	
Learning Activities	
Units of Study: Preparing the Script Blocking: Projecting to the Audience The Fourth Wall Relating to Another Actor Stage Directions Rehearsal and Performance	
Assessments	
Students will evaluate one another with specific rubrics. The teacher will evaluate with rubric and verbal critique.	

REPERTORY THEATRE CURRICULUM

Updated September 2009

Month	Marking Period 2, Unit 4 (5 weeks)
Topic	The Playscript
Essential Questions	
<p>How is a play created?</p> <p>What are the essential parts of drama?</p>	
Enduring Understandings	
<p>The students will have the opportunity to acquire cognitive skills (thinking styles and concepts) necessary to interpret and respond to drama.</p>	
NJCCCS	1.3
Key Concepts and Skills	
<p>The students will demonstrate an understanding of how the character complements the plot, setting and theme of the script.</p> <p>The students will develop a basic understanding of the fundamental processes of role analysis.</p> <p>The students will demonstrate in performance a knowledge of techniques adherent to the playwright's purpose.</p>	
Learning Activities	
<p>Units of Study (<i>Acting for Life</i>, pp. 237-246):</p> <p>Formal Elements of Drama: plot, subplot, protagonist, antagonist, theme, setting</p> <p>The Unities: Time, Place and Action</p> <p>Structure of Drama: scene, exposition, antecedent action, initial incident, rising action, crisis or climax, denouement, turning points</p>	
Assessments	
<p>Written exam.</p> <p>Scene performance with rubric and critique.</p>	

REPERTORY THEATRE CURRICULUM

Updated September 2009

Month	Marking Period 2, Unit 5 (2 weeks)	
Topic	Types and Styles of Drama	
Essential Questions		
How is drama an outgrowth of human experience?		
Enduring Understandings		
The students will have the opportunity to develop an appreciation for the dramatic works of people from other societies and cultures and gain an understanding of and a respect for others.		
NJCCCS	1.5	
Key Concepts and Skills		
The students will demonstrate knowledge of the generic forms of drama throughout history. The students will see that drama reflects the style of the times and that drama is based on the natural response of human beings to situations that evoke laughter, tears or fear.		
Learning Activities		
Units of Study: Types of Drama: Comedy, Realistic Comedy, Farce, Satire, Sentimental Drama, Melodrama, Musical Theater, Tragedy, Allegory, Social Drama, Expressionism, Theater of the Absurd		
Assessments		
Written exam.		

REPERTORY THEATRE CURRICULUM

Updated September 2009

Month	Marking Period 2, Unit 6 (3 weeks)
Topic	Practical Considerations and Final Performance
Essential Questions	
What kinds of jobs are available in the realm of theater and acting? How does one go about pursuing a career in acting?	
Enduring Understandings	
The students will have the opportunity to develop the skills and understanding necessary to enable him or her to participate in drama as a career or avocation later in life.	
NJCCCS	1.1, 1.2, 1.3, 1.4
Key Concepts and Skills	
The students will be able to identify career opportunities and requirements in acting. The students will develop auditioning skills. The students will demonstrate the difference between acting for the stage and acting for the camera. The students will prepare and perform a final scene for the class. The students will engage in formal critique.	
Learning Activities	
Units of Study: Acting Careers Auditioning Acting for the Camera: body, voice, thoughts, emotions, relating to the camera, the director and film acting. Rehearsal of scenes for the Final Exam	
Assessments	
The students will evaluate one another with rubrics and verbal feedback. The teacher will provide feedback and critique.	

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English DEPARTMENT
TOWNSHIP OF OCEAN HIGH/INTERMEDIATE SCHOOL

COURSE TIMELINE FOR: Repertory Theater

	1	2	3	4	5	6	7	8	9	10
MP 1	Unit 1 “Getting Back in Shape” through Advanced Improvisation			Unit 2 A Brief History of Modern Acting Theories		Unit 3 Character Analysis through Scripted Scenes				
	11	12	13	14	15	16	17	18	19	20
MP 2	Unit 4 The Playscript Formal elements of drama; structure, the unities; exposition					Unit 5 Types and Styles of Drama		Unit 6 Practical Considerations And Final Performances		
	21	22	23	24	25	26	27	28	29	30
MP 3	Unit 4:			Unit 5:						
	31	32	33	34	35	36	37	38	39	40
MP 4	Unit 6:									